

<p>Grade Level</p>	<p>ELA</p> <p>Grades 3-5 use the Expeditionary Learning curriculum as the basis for their curriculum.</p> <p>Grades 6-8 use a combination of Expeditionary Learning, MacDougal Littell and core novels as the basis for their curriculum.</p>	<p>Math</p> <p>Grades 3-5 use the Investigations 3 Math Curriculum as the basis for their curriculum.</p> <p>Grades 6-8 use the Connected Math Program as the basis for their curriculum.</p>
<p>3</p>	<p>Module 1: My Librarian Is a Camel: How Books Are Brought to Children around the World</p> <p>This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.</p> <p>Module 2B: Connecting Literary and Informational Texts to Study Culture “Then and Now”</p> <p>This module is designed to help students use reading, writing, listening, speaking,</p>	<p>Unit 1: Understanding Equal Groups Multiplication and Division 1</p> <p>Understanding Equal Groups is the first of eight units in the Grade 3 sequence, and the first of five units in the Number and Operations strand of Investigations. This strand develops students’ ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 3: Travel Stories and Collections Addition, Subtraction, and the Number System 1</p> <p>Unit Focus: Travel Stories and Collections is the third of eight units in the Grade 3 sequence, and the second of five units in the Grade 3 Number and Operations strand of Investigations. This strand develops students’</p>

	<p>and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read <i>Magic Tree House: Dragon of the Red Dawn</i>, a book set in ancient Japan, paired with <i>Exploring Countries: Japan</i>, an informational text about modern Japan. Students form book clubs, reading a new <i>Magic Tree House</i> book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to <i>Magic Tree House</i> author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.</p> <p>Module 3B: Wolves - Fact or Fiction?</p> <p>In this module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” Students begin by reading the traditional Chinese folktale <i>Lon Po Po</i> and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text <i>Face to Face with Wolves</i>. As they read the text</p>	<p>ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 4: Perimeter, Area, and Polygons 2-D Geometry and Measurement</p> <p>Unit Focus: Perimeter, Area, and Polygons is the fourth of eight units in the Grade 3 sequence, and is the Grade 3 unit in the Geometry and Measurement strands of Investigations. The Geometry strand develops students’ ideas about the attributes of two-dimensional (2-D) and three-dimensional (3-D) shapes and how these attributes determine their classification. The Measurement strand develops students’ ideas about measurable attributes and the techniques, tools, and units used to measure each of them.</p> <p>Unit 5: Cube Patterns, Arrays, and Multiples of 10 Multiplication and Division 2</p> <p>Unit Focus: Cube Patterns, Arrays, and Multiples of 10 is the fifth of eight units in the Grade 3 sequence, and is the third of five units in the Grade 3 Number and Operations strand of Investigations. This strand</p>
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	<p>closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.</p>	<p>develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 6: Fair Shares and Fractions on Number Lines Fractions</p> <p>Unit Focus: Fair Shares and Fractions on Number Lines is the sixth of eight units in the Grade 3 sequence, and is the only Grade 3 unit in the Rational Numbers strand of Investigations. This strand develops students' ideas about understanding, representing, and computing with fractions and decimal fractions.</p> <p>Unit 2: Graphs and Line Plots Modeling with Data</p> <p>Unit Focus: Graphs and Line Plots is the second of eight units in the Grade 3 sequence, and is the Grade 3 unit in the Data strand of Investigations. This strand develops students' ideas about collecting, representing, describing, and interpreting data.</p> <p>Unit 7: How Many Miles?</p> <p>Addition, Subtraction, and the Number System 2</p> <p>Unit Focus: How Many Miles?</p>
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		<p>Is the seventh of eight units in the Grade 3 sequence, and the fourth of five units in the Grade 3 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 8: Larger Numbers with Multi-Step Problems</p> <p>Multiplication and Division 3</p> <p>Unit Focus: Larger Numbers and Multi-Step Problems is the last of eight units in the Grade 3 sequence, and the fifth of five units in the Grade 3 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p>
4	<p>Module 1B: Poetry, Biography and Writer's Identity</p> <p>Students launch the year by exploring the</p>	<p>Unit 1: Arrays, Factors, and Multiplicative Comparison : Multiplication and Division 1</p> <p>Unit Focus: Arrays, Factors,</p>

	<p>identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet's work, and read informational text in order to write a biographical essay about their poet's life.</p> <p>Module 2B: Animal Defense Mechanisms</p> <p>Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write</p>	<p>and Multiplicative Comparison is the first of eight units in the Grade 4 sequence, and the first of four units in the Grade 4 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. This unit focuses on understanding multiplication through using arrays and multiplicative comparison problems, and gaining familiarity with factors and multiples.</p> <p>Unit 3: Multiple Towers and Cluster Problems Multiplication and Division 2</p> <p>Unit Focus: Multiple Towers and Cluster Problems is the third of eight units in the Grade 4 sequence, and the second of four units in the Grade 4 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. This</p>
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	<p>about this animal. As the final performance task students write an informative piece describing their animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research.</p> <p>Module 4: Susan B. Anthony, the Suffrage Movement and the Importance of Voting</p> <p>Students learn about voting rights and responsibilities. They first focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read The Hope Chest (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about</p>	<p>unit focuses on solving multiplication problems with 2-digit numbers, understanding the meaning and structure of, and the relationship between, multiplication and division, and using that understanding to solve multiplication and division problems.</p> <p>Unit 4: Measuring and Classifying Shapes 2-D Geometry and Measurement</p> <p>Unit Focus: Measuring and Classifying Shapes is the fourth of eight units in the Grade 4 sequence, and is the Grade 4 unit in the Geometry and Measurement strands of Investigations. The Geometry strand develops students’ ideas about the attributes of two-dimensional (2-D) and three-dimensional (3-D) shapes and how these attributes determine their classification. The Measurement strand develops students’ ideas about measurable attributes and the techniques, tools, and units used to measure each of them.</p> <p>Unit 5: Large Numbers and Landmarks Addition, Subtraction, and the Number System</p> <p>Unit Focus: Large Numbers and Landmarks is the fifth of eight units in the Grade 4 sequence, and the third of five units in the Grade 4 Number and Operation strand of</p>
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	why voting is important.	<p>Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 6: Fraction Cards and Decimal Grids Fractions and Decimals</p> <p>Unit Focus: Fraction Cards and Decimal Grids is the sixth of eight units in the Grade 4 sequence, and is the only Grade 4 unit in the Rational Numbers strand of Investigations. This strand develops students' ideas about understanding, representing, and computing with fractions and decimals.</p> <p>Unit 7: How Many Packages and Groups? Multiplication and Division 3</p> <p>Unit Focus: How Many Packages and Groups? Is the seventh of eight units in the Grade 4 sequence and the third of four units in the Grade 4 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development</p>
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		<p>of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 8: Penny Jars and Towers Analyzing Patterns and Rules</p> <p>Unit Focus: Penny Jars and Towers is the last of eight units in the Grade 4 sequence, and is the Grade 4 unit in the Analyzing Patterns and Rules strand of Investigations. This strand (only in Grades 4 and 5) develops students' ideas about the ways in which situations with two varying quantities can be mathematically modeled and analyzed. Students work with arithmetic patterns and functions represented by tables, graphs, and equations, which sometimes use letters to represent unspecified quantities.</p> <p>Unit 2: Generating and Representing Measurement Data</p> <p>Modeling with Data</p> <p>Unit Focus: Generating and Representing Measurement Data is the second of eight units in the Grade 4 sequence and is the Grade 4 unit in the Data strand of Investigations. This strand develops students' ideas about collecting, representing, describing, and interpreting data and gives students experience in developing and applying measurement skills.</p>
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5	<p>Module 1: Stories of Human Rights</p> <p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study Esperanza Rising, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and Esperanza Rising as they prepare and perform a Readers Theater.</p> <p>Module 2B: Inventions that Changed People’s Lives</p> <p>Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people’s lives. They conduct authentic research to build their own knowledge and teach others through writing. Students read the graphic novel Investigating the Scientific Method with Max Axiom, Super Scientist as well as several informational articles about inventions in order to write a short opinion paragraph about which of the inventions they</p>	<p>Unit 1: Puzzles, Clusters, and Towers Multiplication and Division 1</p> <p>Unit Focus: Puzzles, Clusters, and Towers is the first of eight units in the Grade 5 sequence, and the first of two units in the Grade 5 Number and Operations strand of Investigations. This strand develops students’ ideas about counting and quantity, place value and the structure of base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 2: Prisms and Solids 3-D Geometry and Measurement</p> <p>Unit Focus: Prisms and Solids is the second of eight units in the Grade 5 sequence, and is the first of two Grade 5 units in the Geometry and Measurement strands of Investigations. The Geometry strand develops students’ ideas about the attributes of two-dimensional (2-D) and three-dimensional (3-D) shapes and how these attributes determine their classification. The Measurement strand develops students’ ideas about measurable attributes and the techniques, tools, and units</p>

	<p>learned about has been most important to people and why. Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan's traffic light or the Wright brothers' airplane in order to develop a narrative in the form of a graphic novelette about the invention they researched.</p> <p>Module 3A: Sports and Athletes' Impact on Culture</p> <p>Students learn about the importance of sports in American culture. They read the challenging biography Promises to Keep: How Jackie Robinson Changed America, focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions. Next, students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers. Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.</p>	<p>used to measure each of them.</p> <p>Unit 3: Rectangles, Clocks, and Tracks Addition and Subtraction of Fractions</p> <p>Unit Focus: Rectangles, Clocks, and Tracks is the third of eight units in the Grade 5 sequence and is the first of three Grade 5 units in the Rational Numbers strand of Investigations. This strand develops students' ideas about understanding, representing, and computing with fractions and decimals.</p> <p>Unit 4: How Many People and Teams? Multiplication and Division 2</p> <p>Unit Focus: How Many People and Teams? Is the fourth of eight units in the Grade 5 sequence, and the second of two units in the Grade 5 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.</p> <p>Unit 6: Between 0 and 1 Addition and Subtraction of Decimals</p>
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		<p>and relationships to solve real-world and mathematical problems. Students work with arithmetic patterns and relationships represented in tables, graphs, and equations, using letters to represent unspecified quantities.</p> <p>Unit 8: Properties of Polygons 2-D Geometry and Measurement</p> <p>Unit Focus: Properties of Polygons is the last of eight units in the Grade 5 sequence and is the second of two units in the Grade 5 Geometry and Measurement strands of Investigations. The Geometry strand develops students' ideas about the attributes of two-dimensional (2-D) and three-dimensional (3-D) shapes and how these attributes determine their classification. The Measurement strand develops students' ideas about measurable attributes and the techniques, tools, and units used to measure each of them.</p>
6	<p>Unit 1: McDougal Littell: The Power of Ideas and What Makes a Good Story?</p> <p>Core Text: Facing The Lion</p> <p>Introductory Unit: The Power of Ideas What Are Life's Big Questions? (Fiction, pp. 2-3) Literary Genres Workshop</p>	<p>Unit 1: Prime Time: Factors and Multiples</p> <p>The primary goal of this unit is to help students learn some new and useful strategies for finding factors and multiples of whole numbers. They can apply these strategies to gain familiarity with prime and composite numbers and to</p>

	<p>(Fiction, pp. 4-11) Becoming an Active Reader (Fiction, pp. 12-15) Expressing Ideas in Writing (Fiction, pp. 16-19) Launch Essential Course of Study Unit 1: What Makes a Good Story The School Play (Fiction, pp. 30—41) The Good Deed (Fiction, pp. 42-61) All Summer in a Day (Fiction, pp. 62-73) Lob’s Girl (Fiction, pp. 82-99) Woodsong (Fiction, pp. 110-121)</p> <p>Unit 2: EL M1: Reading Closely and Writing to Learn Myths: Not Just Long Ago Core Text: The Lightning Thief</p> <p>In this module, students are involved in a deep study of mythology, its purposes, and elements. Students will read Rick Riordan’s <i>The Lightning Thief</i> (780L), a high-interest novel about a sixth-grade boy on a hero’s journey. Some students may be familiar with this popular fantasy book; in this module, students will read with a focus on the archetypal journey and close reading of the many mythical allusions. As they begin the novel, students also will read a complex informational text that explains the archetypal storyline of the hero’s journey which has been repeated in literature throughout the centuries. Through the close reading of literary and</p>	<p>solve real-life problems. Common multiples and common factors are at the heart of many major mathematical ideas that are developed in middle grades. For example, common factors and multiples are the building blocks for equivalent fractions, which in turn provide a foundation for operations with fractions and proportional reasoning.</p> <p>Unit 2: Comparing Bits and Pieces: Ratios, Rational Numbers, and Equivalence</p> <p>Rational numbers are at the heart of the middle-grades experience with number concepts. The goal of <i>Comparing Bits and Pieces</i> is to help students deepen their understanding of equivalent fractions and build on this understanding as they explore ratios. They will become skillful at interpreting the different forms of a rational number, at knowing which form is most appropriate for the solution of a given problem, and at writing and interpreting ratios.</p> <p>Unit 3: Let’s Be Rational: Understanding Fraction Operations</p> <p>When students finish this unit, they should know, understand, and fluently use algorithms for computing fractions with all four operations. This unit does not explicitly teach a specific or preferred algorithm for working with rational numbers. Instead, it helps the</p>
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	<p>informational texts, students will learn multiple strategies for acquiring and using academic vocabulary. Students will also build routines and expectations of discussion as they work in small groups. At the end of Unit 1, having read half of the novel, students will explain, with text-based evidence, how Percy is an archetypal hero. In Unit 2, students will continue reading <i>The Lightning Thief</i> (more independently): in class, they will focus on the novel's many allusions to classic myths; those allusions will serve as an entry point into a deeper study of Greek mythology. They also will continue to build their informational reading skills through the close reading of texts about the elements of myths. This will create a conceptual framework to support students' reading of mythology. As a whole class, students will closely read several complex Greek myths. They then will work in small groups to build expertise on one of those myths. In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.</p> <p>Unit 3: EL M3A: Understanding</p>	<p>teacher create a classroom environment in which students work on problems and generate strategies that make sense to them. At a point in the development of each operation, students are asked to pull together their strategies into an algorithm that works for all situations involving that operation on fractions. As they work individually, in groups, and as a whole class, on the problems, students practice the algorithms to develop skill and fluency in carrying them out. This development process allows students to recognize special cases that can be easily handled and also provides students with an efficient general algorithm that works for all cases within an operation.</p> <p>Unit 4: Covering and Surrounding: Two-Dimensional Measurement</p> <p>This unit was developed to help students understand measurement of polygonal surfaces and three-dimensional objects. Students use their understanding of area of rectangles to develop strategies for finding area of triangles, parallelograms, and other polygons. They extend this understanding to three-dimensional objects.</p> <p>Unit 5: Decimal Ops: Computing With Decimals and Percents</p>
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	<p>Perspectives The Land of the Golden Mountain Core Text: Dragonwings</p> <p>In this module, students are involved in a study of how an author develops point of view and how an author’s perspective, based on his or her culture, is evident in his or her writing. Students will read Lawrence Yep’s Dragonwings (870L), a high-interest novel about an eight-year-old boy from China who joins his father in San Francisco in the early 1900s. As they read the novel, students also will read excerpts of Lawrence Yep’s biography The Lost Garden in order to determine how his culture and his experiences shaped his perspective and how his perspective is evident in his novel Dragonwings. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of Unit 1, having read half of the novel, students will write a short, on-demand response explaining how being brought up in a Chinese family in San Francisco affected Lawrence Yep’s perspective of Chinese immigrants living in San Francisco, supported by details from Dragonwings that show evidence of his perspective.</p> <p>In Unit 2, students analyze how point of view and perspective is conveyed in excerpts of “Comprehending the Calamity,” a primary</p>	<p>This unit is driven by four themes. First, many mathematical situations involve rational numbers in decimal and percent form. Second, the critical first task of solving any problem is to identify the operation(s) that will produce useful insights and/or solutions to problems. Students need to consider the results of those arithmetic operations on decimals and percents. Third, both before and after students find exact computations, it is helpful for them to make thoughtful estimates of the expected results. Last, despite the availability of technological tools to perform the exact computations, students should develop proficiency in efficient algorithms for performing those computations.</p> <p>Unit 6: Variables and Patterns: Focus on Algebra</p> <p>The overarching objective of the Variables and Patterns unit is to develop student ability to recognize, describe, and analyze two kinds of relationships between variables: (1) change in the value of a single variable over time; and (2) change in the value of a dependent variable as it responds to change in the value of a related independent variable. Students should learn how to reason about those relationships using numeric, graphic, symbolic, and verbal</p>
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	<p>source account written by Emma Burke about her experiences of the 1906 San Francisco earthquake and fires. In a literary analysis at the end of Unit 2, students compare the point of view of Emma Burke of the immediate aftermath of the earthquake to the point of view of Moon Shadow in Dragonwings. Students finish the module by researching to gather factual information and eyewitness accounts about the 1906 San Francisco earthquake and fire in order to write their own newspaper articles containing multiple perspectives about how the earthquake and fires affected the people of San Francisco.</p> <p>Unit 4: McDougal Littell: Unit 2* Analyzing Character and Point of View Core Text: The Red Scarf Girl Instructional Routine: Reciprocal Teaching</p> <p>Launch Essential Course of Study Unit 2: Analyzing Character and Point of View Eleven(Fiction, pp. 182-189) Ghost of the Lagoon (Fiction, 190-203) Tuesday of the Other June (Fiction, pp. 204-221) *The Problem with Bullies (NF, pp. 222-227) President Cleveland, Where Are ... (NF, pp. 228-253) *The Red Guards (NF, pp. 266-279)</p>	<p>representations.</p> <p>Unit 7: Data about Us: Statistics and Data Analysis</p> <p>In Data About Us, your students will learn about the process of statistical investigations. They will also construct and analyze distributions of data. They will compare data distributions by using what they know about measures of center and spread. Statistical investigations involve a set of four interrelated components (Alan Graham, Statistical investigations in the secondary school [Cambridge: Cambridge University Press, 1987]):</p> <ul style="list-style-type: none"> ● Posing a question: Formulate key question(s) to explore, and decide what data to collect in order to address the question(s). ● Collecting the data: Decide how to collect the data, and then collect it. ● Analyzing the data: Organize, represent, summarize, and describe, and identify patterns in the data. ● Interpreting the results: Based on the analysis, predict, compare or identify relationships among the data, and use the information to make decisions about the original question(s).
7	Unit 1:	Unit 1: Accentuate the

	<p>McDougal Littell: The Power of Ideas, and Unit 3: Understanding Theme</p> <p>Core Text: The Giver</p> <p>Introductory Unit: The Power of Ideas What Are Life’s Big Questions? (pp. 2-3) Literary Genres Workshop (pp. 4-11) Becoming an Active Reader (pp. 12-15) Expressing Ideas in Writing (pp. 16-19) Launch Essential Course of Study Unit 3: Understanding Theme Amigo Brothers (Fiction, pp. 310-325) What do Fish Have to Do ... (Fiction, pp. 338-355) Homeless (NF, pp. 356-361) Spring Harvest of Snow Peas ... (Fiction, pp. 380-385)</p> <p>Unit 2: EL M2B: Working with Evidence (Drama) Identity and Transformation: Then and Now Core Texts: Pygmalion and Nadia’s Hands</p> <p>In this module, students explore the concept of personal identity formation and transformation in both historical and modern-day societies. The module begins with an overview of what “identity” means and how it can mean different things to different people. In Unit 1, students read first-person narratives that focus on various social identifiers—from race to gender to socioeconomic status—as</p>	<p>Negative: Integers and Rational Numbers</p> <p>This unit encompasses the following overarching concepts: (1) to extend the number system to include the rational numbers (positive and negative integers, fractions, and decimals); (2) to locate and compare the values of rational numbers using a number line; (3) to develop and use algorithms for adding, subtracting, multiplying, and dividing rational numbers; (4) to solve problems involving rational numbers.</p> <p>Unit 2: Shapes & Designs: Two-Dimensional Geometry</p> <p>This unit develops students’ ability to recognize, display, analyze, measure, and reason about the shapes and visual patterns that are important features of our world. It builds on students’ elementary school exposure to simple shapes, as they begin analyzing the properties that make certain shapes unique. The unit focuses on polygons and on the edge and angle relationships of regular and irregular polygons (circles and other curves are explored in later units). A central theme is designing shapes under constraints. As students learn important criteria that determine shape, they apply these understandings to draw figures.</p> <p>Unit 3: Stretching and</p>
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	<p>they begin to frame their understanding of what identity means. Students read informational text, identifying central ideas, analyzing how an author develops his or her claims, and identifying how the sections of the text interact to form those ideas. Unit 1 builds students' background knowledge in preparation for Unit 2, during which students closely read <i>Pygmalion</i> by George Bernard Shaw and further explore the identity transformation of the play's main character, Eliza Doolittle. This unit centers on standard RL.7.3, which focuses on how plot, character, and setting interact in literature. As an end of unit assessment, students write an argumentative essay about Eliza's changes internally and externally as she undergoes the experiment of recreating herself under Higgins' tutelage. In Unit 3, students analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising. As students read and discuss both literary and informational texts, they strengthen their ability to discuss specific passages from a text with a partner, write extended text-based argumentative and informational pieces, and conduct a short research project. Unit 3 focuses on the research standards W.7.7 and W.7.8 through an investigation of how media and advertising perpetuate</p>	<p>Shrinking: Understanding Similarity</p> <p>The overarching goals of this unit are to introduce students to knowledge of similarity, which helps the development of an understanding of geometry in real-world contexts.</p> <p>Unit 4: Comparing & Scaling: Ratios, Rates, Percents, and Proportions</p> <p>The overarching goals of this unit are to develop students' ability to make comparisons of quantitative information-- using ratios, fractions, decimals, rates, unit rates, and percents-- and to use quantitative comparison information to make larger or smaller scale models of given situations or to scale rates and ratios up and down as needed. An additional goal of this unit is to have students not only learn different ways to reason in proportional situations, but also to recognize when such reasoning is appropriate.</p> <p>Unit 5: Moving Straight Ahead: Linear Relationships</p> <p>The primary goal of this unit is for students to develop an understanding of linear relationships. Students recognize linear relationships by the constant rate of change between two variables in a contextual situation, a table, a graph, or an equation.</p>
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	<p>stereotypes about gender and affect individuals' sense of self. As a final performance task, students create an advertisement analysis of a current print ad and modify it by making a "counter ad" that does not rely on gender-specific stereotypes and instead offers a new vision of what men and women can be. At the end of the module, students will have a better understanding of how society tries to define individuals and how individuals try to define themselves.</p> <p>Unit 3: EL M3: Understanding Perspectives Slavery: The People Could Fly Core Texts: Narrative of the Life of Frederick Douglass, Frederick Douglass: The Last Days, and the People Could Fly</p> <p>In this eight-week module, students explore the life of Frederick Douglass, the escaped slave and noted abolitionist who wrote Narrative of the Life of Frederick Douglass. The module focuses on the questions of what makes stories powerful and on understanding an author's purpose. In addition, students analyze how writers use figurative language and word choice to convey meaning. In Unit 1, a recommended read-aloud of The People Could Fly introduces the topic and the question that connects all three units in the module: What gives stories and poems their enduring power?</p>	<p>Unit 6: What Do You Expect?: Probability and Expected Value</p> <p>This unit is the only unit in the middle school curriculum that develops students' abilities to understand and reason about probability. Students will gain an understanding of experimental and theoretical probabilities and the relationships between them. The unit also makes important connections between probability and rational numbers, geometry, statistics, science, and business.</p> <p>Unit 7: Filling & Wrapping: Three-Dimensional Measurement</p> <p>The overarching goals of this unit are to have the students develop (1) understanding of surface area and volume for common three-dimensional shapes and of circumference and area of circles; (2) strategies for calculating those measures for prisms, and (3) skill in application of area and volume concepts to solving measurement problems.</p> <p>Unit 8: Samples & Populations: Making Comparisons and Predictions</p> <p>The Problems in Samples and Populations help students make connections between probability concepts and statistics concepts. These Problems help</p>
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	<p>Next, students build the background knowledge that will allow them to more fully understand the context of the Narrative: they learn about slavery, Douglass's life, and the debate over slavery in the United States before the Civil War. The Narrative is a compelling, complex, and somewhat lengthy text; in this module, students read five excerpts from the text. In Unit 1, they read the first two of those excerpts, building their capacity for making sense of this complex text and learning the routines that will guide their work for the remainder of the module. Then students study poetry about slavery. They learn how to read and analyze a poem, and are introduced to the tools that poets and other writers use to make stories powerful: word choice and figurative language.</p> <p>Unit 2 centers on the analysis of excerpts from Narrative of the Life of Frederick Douglass. Students read three excerpts, analyze how each excerpt served Douglass's purpose, and consider how he used language to convey meaning. They have consistent practice with short constructed responses that use evidence from the text. The End of Unit 2 Assessment is an essay in which students explain how the Narrative conveyed Douglass's purpose and distinguished his position from that of others (RI.7.6). In addition, students develop a clearer understanding of how</p>	<p>students learn how to draw conclusions about samples and populations. This unit applies statistics concepts introduced in Grade 6. Students use what they learned about data analysis to more deeply investigate distributions in Grade 7. The focus in Grade 7 is on the use of measures of center and spread to describe and compare samples and populations.</p>
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	<p>sentences are constructed, and they use this understanding to help them read and write (L.7.1). In Unit 3, students write their own powerful story, using Frederick Douglass: The Last Day of Slavery^[1] as a mentor text. They select one event from the Narrative and rewrite it as a picture book for younger students, making sure that the story they create is powerful, just as the stories they have been reading are powerful.</p> <p>Unit 4: McDougal Littell: Unit 8* Information, Argument, and Persuasion Core Text: Before We Were Free</p> <p>Unit 8: Information, Argument, and Persuasion What Do You Know About Sharks? (NF, pp. 872-883) Great White Sharks (NF, pp. 884-893) Like Black Smoke ...A World ... (NF, pp. 894-907) *Pro Athlete’s Salaries Aren’t ... (NF, pp. 918-927) *Why we Shouldn’t go to Mars (NF, pp. 928-935)</p>	
8	<p>Unit 1: McDougal Littell: The Power of Ideas and Unit 2: Character and Point of View</p> <p>Core Text: Harriet Tubman</p> <p>Introductory Unit: The Power of Ideas What Are Life’s Big Questions? (pages 2-3) Literary Genres Workshop (pages 4-11)</p>	<p>Unit 1: Thinking With Mathematical Models: Linear and Inverse Variation</p> <p>The problems introduce students to the concept of a mathematical model to represent (link) data using tables, pictures, graphs, equations and rules. The problems review and extend student</p>

	<p>Becoming an Active Reader (pages 12-15) Expressing Ideas in Writing (pages 16-19) Launch Essential Course of Study Unit 2: Character and Point of View The Treasure of Lemon Brown (Fiction, pp. 168-181) Rules of the Game (Fiction, pp. 222-237) Flowers for Algernon(Fiction, pp. 188-215) Harriet Tubman... (NF, pp.258-273) The Mysteries of Mr. Lincoln (NF, pp. 274-281)</p> <p>Unit 2: EL M2A: Working with Evidence Taking a Stand</p> <p>Core Text: To Kill a Mockingbird</p> <p>In this unit, students begin to read Part 2 of the novel To Kill a Mockingbird, and they finish it before the unit's end. As they read, students will continue to reflect on the reading by answering focus questions that attend to the theme of taking a stand, while also studying other important aspects of the novel involving character analysis and perspective. In order to track their thinking as they read the rest of the novel, students will continue to add to their Atticus Note-catchers from Unit 1 as well as the Taking a Stand anchor chart. For the mid-unit assessment, students will summarize a key scene in the novel, view</p>	<p>understanding of and procedural fluency with linear functions and equations.</p> <p>Unit 2: Looking for Pythagoras: The Pythagorean Theorem</p> <p>The problems introduce students to the Pythagorean Theorem. The students explore squares drawn on the sides of a right triangle, leading to the concept of square roots and proof of the Pythagorean Theorem. The problems introduce students to rational and irrational numbers.</p> <p>Unit 3: Growing, Growing, Growing: Exponential Functions</p> <p>The problems introduce students to the use of scientific notation to express very large and small numbers. The properties of exponents are explored to solve scientific notation problems.</p> <p>Unit 4: Butterflies, Pinwheels and Wallpaper: Symmetry and Transformations</p> <p>The problems introduce students to the concepts of congruence and similarity of 2-D shapes using transformations. Students experiment with physically transforming shapes and determining the transformation(s)' impact upon coordinates. Students explore the minimum amount</p>
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	<p>the film excerpt of that scene, then compare and contrast the film version and the novel to determine how the film version remains the same or veers from the original text. Students will also consider the choices made by the actors and the director in their text-to-film analysis. After the mid-unit assessment, students continue to read the novel and begin to prepare for the argument essay by examining a model essay and writing rubric. For their end of unit assessment, students write an argument essay in which they argue whether it makes sense for Atticus, based on his character, to take a stand to defend Tom Robinson.</p> <p>Unit 3: EL M2B: Working with Evidence (Drama) A Midsummer Night’s Dream and the Comedy of Control</p> <p>Core Text: A Midsummer Night’s Dream</p> <p>In this second module, students read and analyze Shakespeare’s A Midsummer Night’s Dream. As with any of Shakespeare’s play, many rich themes are present; in this module, students will focus primarily on the theme of control. Characters in this play are controlled by emotions, other characters, and even magic. They often attempt to manipulate others in a variety of ways. Students will examine why the characters seek control, how</p>	<p>of information that is needed to determine congruency and similarity.</p> <p>Unit 5: Say It With Symbols: Making Sense of Symbols</p> <p>The problems engage students to evaluate or solve expressions and equations. Students engage with using symbolic expressions to represent and reason about relationships. The students link physical, tabular, graphic information to symbolic expressions. Students manipulate symbolic expressions and explore the properties of equality and the Distributive and Commutative properties to find equivalent expressions. Students determine the volume of 3-D shapes and explore the relationship among the shapes that lead to the formulas for volume.</p> <p>Unit 6: It’s In The System: Systems of Linear Equations and Inequalities</p> <p>The problems engage students to understand that a system of equations with two variables can be used to model problem situations. Students develop skills to symbolically and graphically solve those systems. The students represent problems symbolically in the standard form or slope-y-intercept format and solve for the variables to find a solution to the system.</p>
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they try to control others, and the results of attempting to control others. In Unit 1, students will build background knowledge as they explore the appeal and authorship of Shakespeare. Students will read much of the play aloud in a Drama Circle, and will frequently reread key passages to deepen their understanding. Students will analyze differences between a film version of the play and Shakespeare's original script. In Unit 2, students will study how Shakespeare drew upon Greek mythology as he crafted the play within the play. They will continue to closely study characters who attempt to control or manipulate others in the play, and write an argument essay about whether or not Shakespeare makes the case in *A Midsummer Night's Dream* that it is possible to control someone else's actions or not. In Unit 3, students will write a "confessional" narrative from the point of view of one of the characters in *A Midsummer Night's Dream* to creatively explain his or her attempts to control or manipulate someone else in the play.

Unit 4

McDougal Littell: Unit 3*
Setting and Mood

Core Text: Roll of Thunder

Unit 3: Setting and Mood
The Drummer Boy of Shiloh
(Fiction, pp. 316-325)

*The Monkey's Paw (Fiction,

	<p>pp. 358-373) Mi Madre/Canyon de Chelly (Fiction, pp. 416-423) *The Story of an Eye Witness/Letter from New Orleans: leaving Desire (NF, pp. 396- 415)</p> <p>or</p> <p>McDougal Littell: Unit 7* History, Culture, and the Author</p> <p>Core Text: The Pearl and/or Narrative of the Life of Frederick Douglass</p> <p>Unit 7: History, Culture, and the Author The Snapping Turtle (Fiction, pp. 766-781) Out of Bounds (Fiction, pp. 782-799) One Last Time (NF, pp. 816- 829) *Dreams from My Father (NF, pp. 830-845) *Out of Many, One (NF, pp. 846-849)</p>	
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Science Curriculum

Grade	Science Units
3	<p>Structures of Life: Plant and animal parts and functions; habitat; behavior; structures, life cycle; respect for living things Water: Properties of water; direction and rate of flow; surface tension; density; effects of temperature; states-solid and liquid; water power; evaporation; condensation; water cycle Physics of Sound: Sound as vibration; physical properties of sound source (length, frequency, tension); how sound travels; source, medium, receiver; pitch</p>
4	<p>Magnetism and Electricity: Magnets and magnetic interactions; attraction and repulsion; circuits – open, closed,</p>

	<p>parallel, series; electromagnet</p> <p>Motion and Design: Physics of motion; engineering/technological design; technical two-view and three-view drawings; design process; cost analysis; friction; kinetic and potential energy; effect of gravity on motion</p> <p>Animal Studies: Animal structure, habitat, survival needs, behavior relative to humans, respect for and care of living things</p> <p>Rocks and Minerals: Rock and Mineral types and properties; geologists' field tests; identification; formation; classification – metamorphic, sedimentary, igneous</p>
5	<p>Levers and Pulleys: Levers and lever systems; effort and work; simple machines</p> <p>Measuring Time: Moon phases; engineering design; controlling variables; pendulum; energy and motion</p> <p>Ecosystems: Ecosystem; community; environment; models; pollution</p> <p>Landforms: Landforms and their formation; erosion, deposition; change over time; topographic map; cartographer</p>
6	<p>Human Body Systems: Systems and interactions; structure and function; passive/active transport; homeostasis</p> <p>Weather and Water: Weather and factors that affect it; air pressure; weather patterns; seasons; radiation, conduction and heat transfer; density</p>
7	<p>Diversity of Life: Characteristics of life; cell as basic unit of life and cell parts and functions; plant structures and development; animal investigation</p> <p>Earth History: Rock types - sedimentary, igneous, and metamorphic; how types are formed; fossils and fossil record; Earth's history</p> <p>Force and Motion: Force and motion; speed, acceleration and velocity; gravity; friction; inertia and momentum</p>
8	<p>Planetary Science: Structures and motions of objects in the Solar System, Earth and Moon; day and night; models and representations</p> <p>Populations and Ecosystems: Populations, ecosystems, biotic/abiotic; photosynthesis; food chains/webs; energy flow in systems; genetics; inheritance; natural selection</p> <p>Chemical Interactions: Substance, element, physical & chemical change; matter and its states; volume; kinetic, heat of fusion; energy transfer; solutions; reactions</p>

Grade	Course Description
3	<p>A Focus on Massachusetts Geography and the History of its Cities, Towns, and People</p> <p>Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. Students will read the biographies of prominent people in Massachusetts History in the areas science, technology, the arts, business, education, or political leadership and see how they contributed to our state's rich history.</p>
4	<p>Regions of Our Country: North American Geography</p> <p>In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not taught in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.</p>
5	<p>America's Past: United States History from Early Exploration to Growth of the Republic</p> <p>Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.</p>
6	<p>Ancient Civilizations</p> <p>Boston Public School 6th Graders* study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. They study the religions,</p>

	governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history.
7	<p>World Geography</p> <p>Seventh Graders in Boston Public Schools* systematically study the world outside of the United States and North America by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe.</p>
8	<p>Civics in Action</p> <p>The focus of the course is on building students' mastery of challenging subject matter in civics and government, preparing students for responsible citizenship, and involving students in civic action projects that promote and demonstrate good citizenship, community service, and personal responsibility. The content is focused on the practice and development of essential citizenship skills (e.g., critical reading, discussion, debate, writing, collaboration, and decision-making) through the active exploration of a range of issues and ideas that are important to our local and national community and interesting to students.</p>